

# Welcome

# MontCAS

Montana Comprehensive Assessment System

## Smarter Accommodations

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## 2017 Assessment Conference



Montana  
Office of Public Instruction  
Denise Juneau, State Superintendent

[opi.mt.gov](http://opi.mt.gov)

# Objectives

## ***Discussion and Review of the following:***

- **The Usability, Accessibility and Accommodations Guidelines document**
- **Documenting Accommodations**
- **Available Tools and Resources**
- **What's new~Designated Supports and Accommodations**

# Accessibility and Accommodations Framework

Smarter goal is to provide every student with a positive assessment experience

- Fair and accurate estimate of each student's achievement
- Remove obstacles to accurate measurement for
  - Students who are English Language Learners ELLs
  - Students with Disabilities
  - Students with special assessment needs

# Usability, Accessibility and Accommodations Guide



## Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines

Prepared with the assistance of the  
National Center on Educational Outcomes

June 1, 2015

- Guidelines apply to all students
- Three levels of support both embedded and non-embedded
- Level 1 – Universal Tools
  - For ALL students
- Level 2-Designated Supports
  - For SOME students
- Level 3 –Accommodations
  - For a FEW students

# Universal Tools

## Embedded

Breaks, Calculator, Digital Notepad, English Dictionary, English Glossary, Expandable Passages, Global Notes, Highlighter, Keyboard Navigation, Mark for Review, Math Tools, Spell Check, Strikethrough, Writing Tools, Zoom

## Non-embedded

Breaks, English Dictionary, Scratch Paper, Thesaurus

# Designated Supports

## Embedded

Color Contrast, Masking, Text-to-speech, Translated Test Directions, Translations (Glossary), Translations (Stacked), Turn off Any Universal Tools

## Non-embedded

Bilingual Dictionary, Color Contrast, Color Overlay, Magnification, Noise Buffers, Read Aloud, Read Aloud in Spanish, Scribe, Separate Setting, Simplified Test Directions, Translated Test Directions, Translation (Glossary)

# Accommodations

## Embedded

American Sign Language, Braille, Closed Captioning, Streamline, Text-to-speech

## Non-embedded

100s number table, Abacus, Alternate Response Options, Calculator, Multiplication Table, Print on Demand, Read Aloud, Scribe, Speech-to-text

# Considerations for Embedded and Non-embedded Approaches

- Embedded versions of the universal tools, designated supports, and accommodations are **provided digitally** through the test delivery system while non-embedded versions are **provided at the local level** through means other than the test delivery system.
- The choice between embedded and non- embedded universal tools and designated supports should be **based on the individual student's needs**. The decision should reflect the student's prior use of, and experience with, both embedded and non-embedded universal tools, designated supports, and accommodations.

**Table 1: Embedded Universal Tools Available to All Students**

Universal Tool	Description
Breaks	The number of items per session can be flexibly defined based on the student's need. Breaks of more than 20 minutes will prevent the student from returning to items already attempted by the student. There is no limit on the number of breaks that a student might be given. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
Calculator (for calculator-allowed items only) (See Non-embedded Accommodations for students who cannot use the embedded calculator)	An embedded on-screen digital calculator can be accessed for calculator-allowed items when students click on the calculator button. This tool is available only with the specific items for which the Smarter Balanced Item Specifications indicated that it would be appropriate. When the embedded calculator, as presented for all students, is not appropriate for a student (for example, for a student who is blind), the student may use the calculator offered with assistive technology devices (such as a talking calculator or a braille calculator).
Digital notepad	This tool is used for making notes about an item. The digital notepad is item-specific and is available through the end of the test segment. Notes are not saved when the student moves on to the next segment or after a break of more than 20 minutes.
English Dictionary (for ELA-performance task full writes)	An English dictionary may be available for the full write portion of an ELA performance task, pending contractual discussions. A full write is the second part of a performance task. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
English glossary	Grade- and context-appropriate definitions of specific construct-irrelevant terms are shown in English on the screen via a pop-up window. The student can access the embedded glossary by clicking on any of the pre-selected terms. The use of this accommodation may result in the student needing additional overall time to complete the assessment.

Descriptions for use within the  
Guidelines



Designated Support	Description	Recommendations for Use
Bilingual dictionary (for ELA-performance task full writes)	A bilingual/dual language word-to-word dictionary is a language support. A bilingual/dual language word-to-word dictionary can be provided for the full write portion of an ELA performance task. A full write is the second part of a performance task.	For students whose primary language is not English and who use dual language supports in the classroom, use of a bilingual/dual language word-to-word dictionary may be appropriate. Students participate in the assessment regardless of the language. The use of this support may result in the student needing additional overall time to complete the assessment.
Color contrast	Test content of online items may be printed with different colors.	Students with attention difficulties may need this support for viewing the test when digitally-provided color contrasts do not meet their needs. Some students with visual impairments or other print disabilities (including learning disabilities) also may need this support. Choice of colors should be informed by evidence of those colors that meet the student's needs.
Color overlays	Color transparencies are placed over a paper-based assessment.	Students with attention difficulties may need this support to view test content. This support also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of color should be informed by evidence of those colors that meet the student's needs.

Both Designated Supports and Accommodations give teachers access to not only a Description but also Recommendations for Use



# Additional UAA Guide Resources

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- **Appendix A:** Summary of Universal Tools, Designated Supports, and Accommodations
- **Appendix B:** Lessons learned from research on UDL, accessibility tools and accommodations
- **Appendix C:** FAQ
- **Appendix D:** Read Aloud Guidelines
- **Appendix E:** Scribing Protocol
- **Appendix F:** Revision Log

# Documenting Accommodations



# Documenting Accommodations

Accommodations must be clearly documented in the IEP or 504 plan

- **Instructional**
- **Assessment**



# Documenting Accommodations

Three possible areas of the IEP

- **Consideration of Special Factors**
  - assistive technology devices and services
- **Supplementary Aids and Services**
  - aids, services, and other supports students need to access the general education curriculum
- **Participation in Assessments**
  - how a student will participate in state and district-wide assessments

# IEP Documentation

## Statewide Assessments

**Statewide Assessments**

The student will participate in the Statewide assessments in the following manner:  
(Check one box for each test.)

N/A ☐

Without Accommodations ☐

With Accommodations ☒

Alternate Assessment ☐

Test Name:

Smarter Balance

Accommodations:

Designated Supports:  
Separate Setting  
Scribe (for ELA non-writing items and math items)

Accommodations:  
Scribe  
Multiplication Table  
Calculator

# 7 Step Process for Accessibility Decisions

- Select key staff members and define roles
- Provide training and information to staff, students and parents
- Identify students who will benefit from supports
- Select appropriate supports using a systematic process (ISAAP)
- Enter Designated Supports and Accommodations into TIDE
- Perform a pre-administration check of assigned access supports
- Check for delivery of assigned Designated Supports and Accommodations at the time of the test.



# ISAAP Process

- Provides a thoughtful, systematic approach to addressing student access needs for Smarter Balanced assessments
- Team approach
- Overall goal is to identify supports that will provide students with a comfortable testing experience that allows them to demonstrate what they know and can do

# ISAAP Tool

(Individual Student Assessment Accessibility Profile)

- New web-based tool
- Used to help document team decisions on Designated supports and Accommodations required by IEP or 504 students
- Provides organized information to person designated to input information into TIDE

# ISSAP Module

## Introduction to the Individual Student Assessment Accessibility Profile



# Tools and Resources

# OPI WEBSITE

<http://opi.mt.gov/curriculum/MontCAS/>

[Home](#) » [curriculum](#) » [MontCAS](#) » Assessment – MontCAS

Welcome to ...

General Interest

Training and Webinars

Smarter Balanced

CRT & CRT Alt Science

New Alternate Assessment  
(NCSC)

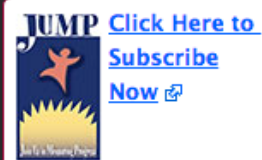
ELP

ACT

JUMP Newsletters

Assessment Conference

**JUMP Newsletter**



## Welcome to the Montana Comprehensive Assessment System

This site provides all the information and tools that System Test Coordinators and schools need to administer Montana statewide assessments. We have made many changes in our website to make it easier to navigate. Please view the video below for more information about these changes. All of the information posted on this site is intended for System Test Coordinators. We have added icons to designate materials that are recommended for test administrators, teachers, special education teams, and families. These icons are posted in the legend below and on each page of the site.

**Families**



**Teachers**



**School Leaders**

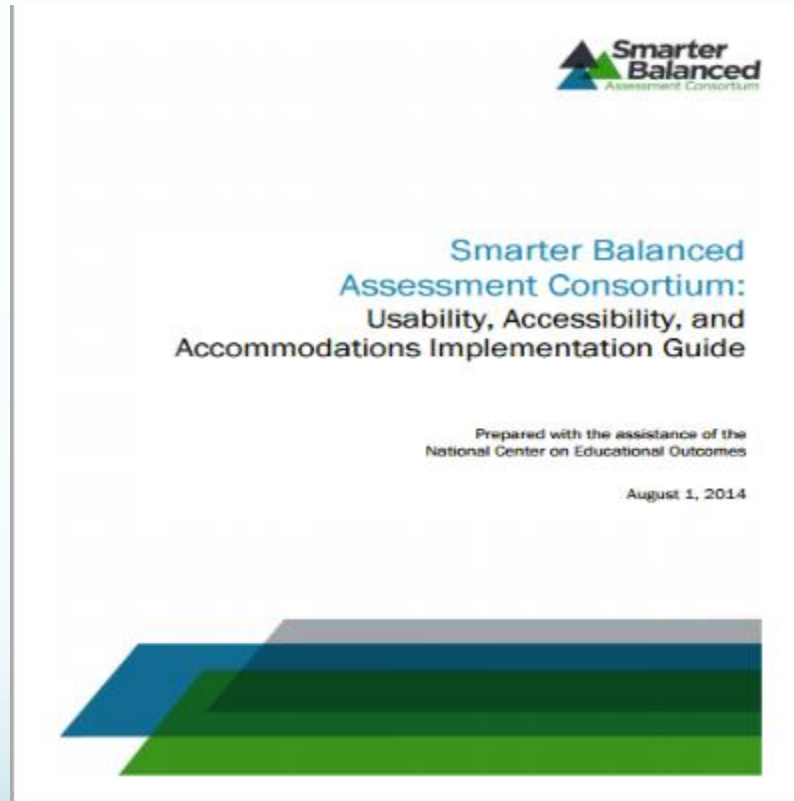


## MontCAS Goals

Our goal is to provide the necessary support and training that test administrators and their teams will need to successfully administer the Smarter Balanced Assessment in addition to all other statewide assessments. We will:

# UAA Implementation Guide

## Resources for Districts





# Appendix H-Resources for Districts and Schools

- Considering Student Accessibility and Accommodations Needs (Resource 1)
- Do's and Don'ts when selecting designated supports and accommodations (Resource 2)
- Working together to Address Student Needs (Resource 3)
- Designated supports and accommodations from the students perspective (Resource 4)
- Parent input on designated supports and accommodations (Resource 5)

# Appendix H-Resources for Districts and Schools (continued)

- Designated supports and accommodations journal for teachers (Resource 6)
- After-test questions (Resource 7)
- Planning for Designated Supports and Accommodations (Resource 8)
- Questions to guide evaluation at the school or district level (Resource 9)
- Glossary (Resource 10)

# Access to the Smarter Training and Practice Tests

- Smarter Link: <https://practice.smarterbalanced.org/student/>
- Measured Progress Portal
  - <https://mtsmarter.measuredprogress.org/portal/>

(MontCAS) Portal page

What's  
new?

Smarter Reports will be coming soon. Please wait for further information from OPI.

Working with Measured Progress, Montana educators and the [Office of Public Instruction \(OPI\)](#) have developed criterion-referenced tests (CRT) in reading, mathematics, and science. These assessments are a piece of Montana's Comprehensive Assessment System (MontCAS), which has been designed to provide parents and teachers valid, useful information to help all students succeed.

MontCAS' goal is to provide the necessary support and training that test administrators and their teams need to successfully administer the Smarter Balanced Assessment (SBA) in addition to all other statewide assessments.

Please visit <http://opi.mt.gov/curriculum/MontCAS/> for more information on other Montana assessments.

**Click [here](#) to take the Smarter Balanced Practice and Training Tests!**

These important 'dress rehearsal' tests create an opportunity for teachers, parents, and students to test drive a sample Smarter Balanced test. It also encourages professional development activities, and promotes discussions within the learning community.

**NOTE:** The Practice and Training Tests can be taken at your convenience, at any time, on any Internet-connected computer using a current Web browser, including Mozilla Firefox, Google Chrome, Microsoft Internet Explorer 10, or Apple Safari.



# Accessibility Settings

## Choose Settings:

### MATH Grades 3-5 Training Test

Language: English ▼

American Sign Language: Off ▼

Color Contrast: Black on White (default) ▼

Highlighter: ☒

Mark for Review: ☒

Masking: Masking Not Available ▼

Strikethrough: ☒

Text-to-Speech: No Text-to-Speech ▼

Expandable Passages: Expandable Passages On ▼

Streamlined Interface: Off ▼

Translations (Glossaries): English Glossary ▼

Permissive Mode: Permissive Mode Disabled ▼

Zoom: No default zoom applied ▼

Student Comments: Notepad ▼

Go Back

Select

# Level 1 – Universal Tools

Available to **all students**  
based on student preference  
and selection

A teacher may determine that the embedded tools need to be turned off within the assessment as they might cause distractions for particular students

## **Embedded**

Breaks, Calculator,  
Digital Notepad,  
English Dictionary,  
English Glossary,  
Expandable Passages,  
Global Notes,  
Highlighter,  
Keyboard Navigation,  
Mark for Review,  
Math Tools,  
Spell Check,  
Strikethrough,  
Writing Tools, Zoom

## **Non-embedded**

Breaks,  
English Dictionary,  
Scratch Paper,  
Thesaurus

# Level 2 – Designated Support

**For any student for which a need has been indicated**

- by an educator or
- a team of educators with parent/guardian and/or student
- Identify through ISAAP (Individual Student Assessment Accessibility Profile) or a similar process
- Identified prior to the assessment and entered into the TIDE registration system





# Level 2 – Designated Supports

- Currently being used for instruction and/or other assessment(s)



# Level 2 –Designated Supports

For some students

## Embedded Supports

- Color Contrast
- Masking
- Text-to-Speech (for ELA items and math items-NOT reading passages)
- Translated text directions (for math items)
- Translations(**Glossary**)
- Translations (**Stacked**)
- Turn off any universal tools

# Level 2 – Designated Supports

## For some students

### Non-embedded Supports

- Bilingual Dictionary (**ELA performance task full writes**)
- Color Contrast
- Color Overlay
- Magnification
- Read-Aloud in Spanish
- Read-Aloud (**for ELA items and math items-NOT ELA reading passages**)
- Noise Buffers
- Scribe (**for ELA performance task full-writes**)
- Separate Setting
- Simplified Test Directions
- Translated Test Directions
- Translations (**Glossary**) (**for math items on the paper-pencil test**)

# Level 3 –Accommodations

## For FEW students

**Documented need for the support such as an IEP or a 504 plan**

- Decisions made by a team
- Information must be entered in TIDE to activate



# Level 3 –Accommodations

## For FEW students

Exception may be a student who has a physical injury such as a broken hand or arm and can't use the computer

- May use the speech-to-text and/or
- Scribe

\*\*Should have experience using these supports prior to test



# Level 3 –Accommodations

For FEW students

## Embedded Accommodations

- American Sign Language (for ELA listening items and math items)
- Closed Captioning (for ELA listening items)
- Streamline
- Text to Speech (for ELA reading passages all grades)
- Braille



# Braille Options

Option	Description	Format
Paper Pencil Booklet	Contracted or Uncontracted EBAE, UEB, Nemeth	Paper Pencil
Adaptive Summative	Screen reader paired with refreshable braille display and onsite embossing of text and graphics	Online
Fixed Form Braille	Math only and includes tactile graphics set, no embosser required	Online w/tactile graphics
Text-to-Speech	ELA / ELA-PT only, scribe or speech-to-text accommodation necessary	Online

# Level 3 – Accommodations

## For FEW students

### Non-embedded Accommodations

- Abacus
- Alternate response options
- Calculator (**Braille and Talking Calculator for calculator items only**)
- Multiplication Table (**grade 4 and above for math items – single digit 1-9**)
- Print on demand
- Read aloud (**For ELA reading passages-all grades**)
- Scribe
- Speech to text
- 100's table

# Text to Speech and Read-Aloud Accommodation for Grades 3-5

- Utilize team approach
- Significant decision
- Table 1 in Guidelines for TTS and Read-Aloud
  - Questions to inform decisions
  - Data collection
  - Utilize practice test or other reading achievement test

[http://www.opi.mt.gov/pdf/Assessment/SMART/16GuidelinesChoosingTTS\\_ReadAloudGr3\\_5.pdf](http://www.opi.mt.gov/pdf/Assessment/SMART/16GuidelinesChoosingTTS_ReadAloudGr3_5.pdf)

# MT Smarter Balanced Support

- <https://mtsmarter.measuredprogress.org/portal/> is home for all online Smarter Balanced assessment administration information
- For questions regarding the online testing system, please contact:
  - MT Help Desk at 888-792-2741 or
  - [montanahelpdesk@measuredprogress.org](mailto:montanahelpdesk@measuredprogress.org)

# Providing a positive testing experience for ALL students.



## Questions????

Please contact me at  
[pschultz2@mt.gov](mailto:pschultz2@mt.gov)

